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**STRESS AMONG PART TIME ADULT LEARNERS IN HIGHER
LEARNING INSTITUTION IN PERAK**

By



**Thesis submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Fulfillment of the Requirement for the Master of Human Resource
Management**



**Pusat Pengajian Pengurusan
Perniagaan**

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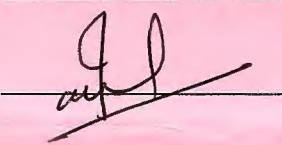
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ABSTRACT

Adult learners are enrolling in part time programme in higher learning institutions to obtain higher academic qualification in order to improve their career as employers now days seeks skillful and highly academic qualified workers in their hiring. Education for part time adult learners come with an added responsibility which demands time and energy of adult learners whom already juggling with work, family, financial issues and others matters in life. Adult learners who are not able to cope will find it stressful. This research was to study the five factors of stress such as student life demand, family life demand, work life demand, financial constraint and technology literacy among part time adult learners and the relationship with stress among part time adult learners in Perak. 120 questionnaires were distributed to part time adult learners in three universities across Perak and 108 questionnaires were collected and 100 valid respondents were analyzed. The research confirmed that there is a significant relationship between student life demand (examinations, assignments, lectures) and stress among part time adult learners. The research also confirmed that there is a significant relationship between financial constraints (funding for tuition fees) and stress among part time adult learners. The research finding indicates that the primary sources of stress are managing student life demand and financial constraint. Education institutions have and will continue to experience increased mature student enrolment. This research provides specific information on the student experience with the institution, the student life itself and balancing of work, family and study.

Keywords: stress, student life demand, family life demand, work life demand, financial constraint, technology literacy

ABSTRAK

Pelajar dewasa mendaftarkan diri dalam program sambilan di institusi pengajian tinggi untuk mendapatkan kelayakan akademik yang lebih tinggi untuk meningkatkan kerjaya mereka kerana majikan hari ini mencari pekerja yang berkeelayakan dan tinggi akademik dalam pengambilan pekerja mereka. Pelajar dewasa yang melanjutkan pelajaran secara sambilan memikul tanggungjawab tambahan sedangkan mereka sudahpun dibebani dengan kerja, keluarga, masalah kewangan dan lain-lain perkara dalam kehidupan. Pelajar dewasa yang tidak dapat gagal menguruskan tuntutan ini akan mengalami stres. Kajian ini bertujuan mengkaji lima faktor stres seperti tuntutan kehidupan pelajar, tuntutan kehidupan keluarga, tuntutan kerja, kekangan kewangan dan celik teknologi di kalangan pelajar dewasa separuh masa dan hubungan dengan tekanan di kalangan pelajar dewasa di Perak. 120 soal selidik telah diedarkan kepada pelajar dewasa separuh masa di tiga universiti di seluruh Perak dan 108 soal selidik telah dikumpulkan dan 100 responden sah dianalisis. Penyelidikan mengesahkan bahawa terdapat hubungan yang signifikan antara tuntutan kehidupan pelajar (peperiksaan, tugas, kuliah) dan tekanan di kalangan pelajar dewasa separuh masa. Penyelidikan juga mengesahkan bahawa terdapat hubungan yang signifikan antara kekangan kewangan (pembiayaan untuk yuran pengajian) dan tekanan di kalangan pelajar dewasa separuh masa. Tinjauan penyelidikan menunjukkan bahawa sumber utama tekanan ialah menguruskan tuntutan kehidupan pelajar dan kekangan kewangan pelajar. Institusi pendidikan tinggi sedang dan akan terus mengalami peningkatan enrolmen pelajar sambilan dewasa. Penyelidikan ini menyediakan maklumat tentang pengalaman pelajar dengan institusi, kehidupan pelajar itu sendiri dan pengalaman mengimbangi kehidupan dengan kerja, keluarga dan pelajaran.

Kata kunci: tekanan, tuntutan kehidupan pelajar, tuntutan kehidupan keluarga, tuntutan kerja, kekangan kewangan, celik teknologi

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Nurhany Jamal, May 2019

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LIST OF ABBREVIATION

Student Life Demand	SL
Family Life Demand	FL
Work Life Demand	WL
Financial Constraint	FC
Technology Literacy	TL



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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE RESEARCH

Job applicants with higher academic qualification are highly sort after by employers. Recruitment of candidates with undergraduate and postgraduate degrees has become a major trend among employers. Working adults who enter employment with only high school qualification find it difficult to climb up the career ladder. They ended up doing non-skilled jobs for many years. Organization for Economic Co-Operation and Development (OECD) reported than an average graduate in a developed nation in 2001 could earn 44 per cent more than a worker with school level qualifications. By 2010, the figure has risen to 55 per cent. Employers are paying more for the skills from graduate students as employers are getting more productivity in return compared to school leavers, Cook (2012).

Other reasons adult learners heading to graduate schools is with a hope that by obtaining the additional qualification it will help them to have an advance career at current workplace, increase in salary, satisfy the employer and be more respected at workplace. Other reasons are to achieve personal goals, the desire to gain knowledge and skills and to be a role model in the family, Cohen and Greenberg, (2011).

According to Fe Josefa Nava (2016) adult learners enrolled in graduate schools to learn life and work skills such as the use of information and computer technology, research and teaching method, seeking knowledge through books, lectures in graduate classes, seminar and similar gatherings and the media.

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B) UPGRADING PRESENT CAREER /PROMOTION

C) FULFILLING PERSONAL GOAL

D) OPTIMISING AVAILABLE FREE TIME

8. The one response that most accurately describes the funding of tuition fees for your study is:

A)I AM PAYING THE FEES

B)MY EMPLOYER PAYS MY FEES

C)FEES PAID BY GOVERNMENT GRANT

D)FEES PAID BY PRIVATE FOUNDATION GRANT

9. Duration of work per week: _____ HOURS PER WEEK



PART B: STRESSORS

Reflecting on being a student now, indicate the level you agree or disagree with the statements in Questions 10 to 14.. Using the scale below, write the most appropriate response number for you beside each statement:

Strongly Disagree	Slightly Disagree	Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

10. STUDENT LIFE DEMANDS (LECTURES/ASSIGNMENTS/EXAM) :

10.1) I FEEL DIFFICULT TO FIT IN _____

10.2) IT IS DIFFICULT TO MEMORISE _____

10.3) IT IS DIFFICULT TO DO HOMEWORK/ASSIGNMENT _____

10.4) IS EASIER TO LEARN THAN DURING PREVIOUS EDUCATION _____

EXPERIENCES _____

10.5) LECTURERS / TUTORS / SUPERVISORS UNDERSTAND NEEDS _____

11. FAMILY LIFE DEMANDS SUCH AS SPOUSE / CHILDREN / PARENTS

11.1) BALANCING RESPONSIBILITIES BETWEEN FAMILY AND STUDYING IS
DIFFICULT _____

11.2) FEELS BAD TAKING TIME AWAY FROM FAMILY _____

ACTIVITIES TO STUDY _____

11.3) MANAGING AND PRIORITISING TIME IS DIFFICULT _____

11.4) FEELS OVERWHELMED WITH DEMANDS IN FAMILY _____

11.5) FAMILY ENCOURAGES ME TO STUDY _____

12.WORK LIFE DEMANDS SUCH AS DEADLINES / BOSS / PEERS

12.1) BALANCING WORK AND STUDY IS DIFFICULT _____

12.2) MEETING DEADLINE TAKE TIMES AWAY FROM STUDY _____

12.3) EMPLOYER SUPPORT BY GIVING UNRECORDED LEAVE _____

12.4) LONG WORKING HOURS EFFECT STUDY _____

13. FINANCIAL CONSTRAINTS

13.1) I AM PAYING THE FEES _____

13.2) FEELS UNCOMFORTABLE USING FAMILY FUNDS TO
FINANCE STUDY _____

13.3) LOSS OF INCOME MAKE IT DIFFICULT TO FINANCE STUDY _____

13.4) DIFFICULT TO GET GOVERNMENT FUNDING _____

13.5) BONDED BY EMPLOYER FOR YEARS FOR FUNDING STUDY _____

14. TECHNOLOGY DEMAND

14.1) LACK OF KNOW HOW IN USE OF SOCIAL MEDIA _____

14.2) LACK OF KNOW HOW IN USING POWER POINT FOR PRESENTATION _____

14.3) SLOW IN TYPING _____

14.4) LACK KNOW HOW IN SEARCH ENGINE _____

PART C: STRESS

Reflecting on being a student now, indicate the level you agree or disagree with the statement in Question 15. Using the scale below, write the most appropriate response number for you beside each statement:

Strongly Disagree	Slightly Disagree	Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

15. How do you feel at your present level of stress?

- ☒ Hostile _____
- ☒ Panicked _____
- ☒ Irritable _____
- ☒ Anxious/worrying _____
- ☒ Focused _____
- ☒ Unusually emotional _____
- ☒ Tired _____
- ☒ Headache _____
- ☒ Insomnia/Difficulty sleeping _____
- ☒ Loss of appetite _____
- ☒ Cravings (food, i.e. chocolate) _____

Thank you very much for completing this survey. Your responses will be gathered to represent the needs of adult learners in higher education.
Good luck in your continuing education.

Name: Nurhany Jamal
Programme: Master in Human Resource Management

APPENDIX B

SPSS OUTPUT (descriptive, demographic, regression, correlations)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1.00	2.00	1.3600	.48242
AGE	100	1.00	7.00	3.3300	1.74689
MARITAL	100	1.00	4.00	1.8200	.82118
DEPENDENT	100	1.00	6.00	1.8500	1.19236
PARENTS	100	1.00	3.00	1.5400	.53973
COURSE DURATION	100	1.00	3.00	1.9200	.88398
REASON TO STUDY	100	1.00	4.00	2.4700	.75819
FUNDING	100	1.00	4.00	1.2400	.71237
WORK HOURS	100	.00	72.00	37.3500	14.07367
DIFFICULT TO FIT IN	100	1.00	7.00	3.6500	1.57233
DIFFICULT TO MEMORIZE	100	1.00	7.00	4.2500	1.43108
DIFFICULT TO DO				4.4200	1.45769
HOMEWORK/ASSIGNMENT	100	1.00	7.00		
EASIER TO LEARN	100	1.00	7.00	4.8800	1.38739
LECTURES UNDERSTAND	100	1.00	7.00	5.4800	1.18475
NEEDS					
DIFFICULT BALANCING	100	1.00	7.00	4.2100	1.58462
RESPONSIBILITY					
FEEL BAD TAKING TIME	100	1.00	7.00	3.9500	1.67196
AWAY FROM FAMILY					
DIFFICULT PRIORITISING	100	1.00	7.00	4.2400	1.51171
TIME					
OVERWHELMED WITH	100	1.00	7.00	3.9700	1.56641
FAMILY DEMAND					
FAMILY ENCOURAGE TO	100	.00	7.00	5.8400	1.38331
STUDY					
DIFFICULT BALANCING	100	1.00	7.00	4.6800	1.56270
WORK AND STUDY					
MEETING DEADLINES	100	1.00	7.00	4.5100	1.56667
EMPLOYERS SUPPORT	100	1.00	7.00	4.1500	1.84979
LONG WORKING HOURS	100	1.00	7.00	4.9700	1.61092
PAYING OWN FEES	100	1.00	7.00	5.9800	1.55037
UNCOMFORTABLE USING	100	1.00	7.00	4.4100	2.14191
FAMILY FUND					
LOSS OF INCOME	100	1.00	7.00	4.5400	2.08613

DIFFICULT TO GET	100	1.00	7.00	4.9000	1.99747
GOVERNMENT FUNDING	100	1.00	7.00	2.8200	1.84435
BONDED BY EMPLOYER	100	1.00	7.00	3.0300	1.74920
LACK OF SOCIAL MEDIA	100	1.00	7.00		
KNOW HOW				2.7400	1.67344
LACK OF POWER POINT	100	1.00	7.00		
SKILLS				2.7300	1.73993
SLOW IN TYPING	100	1.00	7.00	2.7100	1.60363
LACK KNOW HOW IN	100	1.00	7.00		
SEARCH ENGINE				3.5000	1.38170
HOSTILE	100	1.00	7.00	3.8100	1.36104
PANICKED	100	1.00	6.00	3.9600	1.59494
ANNOYED	100	1.00	7.00	4.5800	1.47148
ANXIOUS	100	1.00	7.00	4.4600	1.38111
FOCUSED	100	1.00	7.00	4.0700	1.34281
EMOTIONAL	100	1.00	7.00	4.8700	1.58691
TIRED	100	1.00	7.00	4.4500	1.38078
HEADACHE	100	1.00	7.00	3.9700	1.81717
INSOMNIA	100	1.00	7.00	3.7200	1.64581
LOSS OF APPETITE	100	1.00	7.00	3.9000	1.71447
CRAVINGS	100	1.00	7.00	4.1173	.92928
STRESS	100	1.73	6.18	4.5360	.85511
SL	100	2.60	6.20	4.4420	.99789
FL	100	2.20	6.40	4.5775	1.13912
WL	100	1.00	7.00	4.5300	1.25959
FC	100	1.00	7.00	2.8025	1.48787
TL	100	1.00	7.00		
Valid N (listwise)	100				

Descriptive Statistics

	Mean	Std. Deviation	N
STRESS	4.1173	.92928	100
SL	4.5360	.85511	100
WL	4.5775	1.13912	100
FL	4.4420	.99789	100
FC	4.5300	1.25959	100
TL	2.8025	1.48787	100

REGRESSION

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487 ^a	.238	.197	.83269

a. Predictors: (Constant), TL, WL, FC, SL, FL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.315	5	4.063	5.860	.000 ^b
	Residual	65.177	94	.693		
	Total	85.492	99			

a. Dependent Variable: STRESS

b. Predictors: (Constant), TL, WL, FC, SL, FL

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.382	.529		2.611	.011
	SL	.297	.123	.273	2.408	.018
	FL	.119	.106	.127	1.117	.267
	WL	-.010	.090	-.013	-.114	.910
	FC	.203	.069	.275	2.937	.004
	TL	-.004	.061	-.007	-.072	.942

a. Dependent Variable: STRESS

CORRELATIONS

		Correlations					
		STRESS	SL	WL	FL	FC	TL
STRESS	Pearson	1	.384**	.217*	.316**	.349**	.159
	Correlation						
	Sig. (2-tailed)		.000	.030	.001	.000	.114
SL	N	100	100	100	100	100	100
	Pearson	.384**	1	.497**	.522**	.190	.243*
	Correlation						
WL	Sig. (2-tailed)	.000		.000	.000	.058	.015
	N	100	100	100	100	100	100
	Pearson	.217*	.497**	1	.482**	.118	.062
FL	Correlation						
	Sig. (2-tailed)	.030	.000		.000	.244	.537
	N	100	100	100	100	100	100
FC	Pearson	.316**	.522**	.482**	1	.197	.290**
	Correlation						
	Sig. (2-tailed)	.001	.000	.000		.050	.003
TL	N	100	100	100	100	100	100
	Pearson	.349**	.190	.118	.197	1	.230*
	Correlation						
FC	Sig. (2-tailed)	.000	.058	.244	.050		.022
	N	100	100	100	100	100	100
	Pearson	.159	.243*	.062	.290**	.230*	1
TL	Correlation						
	Sig. (2-tailed)	.114	.015	.537	.003	.022	
	N	100	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

DEMOGRAPHICS

GENDER

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	64	64.0	64.0	64.0
Valid 2.00	36	36.0	36.0	100.0
Total	100	100.0	100.0	

AGE

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	16	16.0	16.0	16.0
2.00	23	23.0	23.0	39.0
3.00	20	20.0	20.0	59.0
Valid 4.00	12	12.0	12.0	71.0
5.00	15	15.0	15.0	86.0
6.00	10	10.0	10.0	96.0
7.00	4	4.0	4.0	100.0
Total	100	100.0	100.0	

DEPENDENT

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	57	57.0	57.0	57.0
2.00	18	18.0	18.0	75.0
3.00	12	12.0	12.0	87.0
Valid 4.00	10	10.0	10.0	97.0
5.00	2	2.0	2.0	99.0
6.00	1	1.0	1.0	100.0
Total	100	100.0	100.0	

PARENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	48	48.0	48.0	48.0
2.00	50	50.0	50.0	98.0
3.00	2	2.0	2.0	100.0
Total	100	100.0	100.0	

COURSE DURATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	43	43.0	43.0	43.0
2.00	22	22.0	22.0	65.0
3.00	35	35.0	35.0	100.0
Total	100	100.0	100.0	

REASON TO STUDY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	11	11.0	11.0	11.0
2.00	36	36.0	36.0	47.0
3.00	48	48.0	48.0	95.0
4.00	5	5.0	5.0	100.0
Total	100	100.0	100.0	

FUNDING

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	88	88.0	88.0	88.0
2.00	4	4.0	4.0	92.0
3.00	4	4.0	4.0	96.0
4.00	4	4.0	4.0	100.0
Total	100	100.0	100.0	

APPENDIX C

VARIABLE CODING

VARIABLES	ITEM
S	STRESS
S1	Hostile/Unfriendly
S2	Panic
S3	Irritable/Annoyed
S4	Anxious/Worrying
S5	Focused
S6	Unusually Emotional
S7	Tired
S8	Headache
S9	Insomnia/Difficulty Sleeping
S10	Loss of appetite
S11	Cravings for food
SL	Student life demand
SL1	I feel difficult to fit in
SL2	I feel difficult to memorize
SL3	I feel difficult to do homework/assignment
SL4	I feel easier to learn than during previous education experiences
SL5	My lecturers/Tutor/Supervisors understand my needs
FL	Family life demand
FL1	I feel balancing responsibilities between family and studying is difficult
FL2	I feel bad taking time away from family activities to study
FL3	I feel managing and prioritizing time is difficult
FL4	I feel overwhelmed with demands in family
FL5	My family encourages me to study
WL	Work life demand
WL1	I feel balancing life and study is difficult
WL2	I feel meeting deadline take times away from study
WL3	My employer supports me by giving unrecorded leave
WL4	My long working hours affect my study
FC	Financial constraints
FC1	I am paying the fees
FC2	I feel uncomfortable using family funds to finance my study
FC3	Loss of income makes me difficult to finance my study
FC4	I feel difficult to get government funding
FC5	I am bonded by employer for years for funding study
TL	Technology literacy
TL1	I am lacking know how in use of social media
TL2	I am lacking know how in using power point for presentation
TL3	I am slow in typing
TL4	I am lacking know how in using search engine
DEMOGRAPHIC INFORMATION	

Variables	Item	Values
Gender	Female	1
	Male	2
Age	<24	1
	25-30	2
	31-35	3
	36-40	4
	41-45	5
	46-50	6
	>50	7
Marital status	Single	1
	Married/Living with partner	2
	Widow/widower	3
	Divorced/Separated	4
Dependent	0 Children	1
	1 Children	2
	2 Children	3
	3 Children	4
	4 Children	5
	5 or more	6
Parents under my care	Yes	1
	No	2
Duration of programme	2 years	1
	3 years	2
	4 to 5 years	3
Reason to pursue study	Making career change	1
	Upgrading/promotion	2
	Fulfilling personal goal	3
	Optimizing available free time	4
Funding of tuition fee	I am paying the fees	1
	My employer pays my fees	2
	Fees paid by government grant	3
	Fees paid by private foundation grant	4